

Carlton Primary School

Grafton Road, London, NW5 4AX

Inspection dates 15–16 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and governors are highly ambitious for the school and its pupils. They have been effective in raising standards year on year and improving early years provision since the previous inspection.
- Pupils achieve well. They make good progress from low starting points to reach average standards in reading, writing and mathematics at the end of Key Stage 2.
- Disabled pupils and those with special educational needs do exceptionally well because leadership of this area is outstanding.
- Provision for, and therefore achievement of, more-able pupils has improved since the previous inspection.
- The work the school does to keep pupils safe is outstanding.
- Pupils show each other exceptionally high levels of respect and behave well around school, for example playtimes and lunchtimes are calm and harmonious.
- Staff work exceptionally well with parents. The parents inspectors spoke to were extremely positive about the school.
- The school promotes pupils' spiritual, moral, social and cultural development well. This ensures pupils leave Carlton as well-rounded youngsters who have every chance of success in the next phase of their education.
- Early years provision is now good. Children make good progress because activities meet their needs well.
- Attendance figures have risen year on year since the previous inspection.

It is not yet an outstanding school because

- Pupils' speaking skills are not well enough developed for them to be able to explain their work clearly, which hampers their progress.
- Some of the explanations teachers give are not precise enough; this means that occasionally pupils are not sure of the focus of a task or what a word means.
- Pupils do not always have the chance to deepen their understanding by, for example, justifying and testing their ideas.

Information about this inspection

- Inspectors observed pupils' learning in 21 lessons or parts of lessons across the school including the teaching of phonics (the sounds that letters make), reading, writing and mathematics. One of these observations was conducted jointly with the headteacher.
- Inspectors held discussions with pupils, the Chair of the Governing Body and five other members, a representative from the local authority and staff, including senior and middle leaders.
- The inspection team looked closely at the work pupils were doing in lessons as well as work pupils had completed over time in their books. Inspectors heard pupils read, attended assemblies and looked at electronic records kept on the achievement of children in the early years provision.
- During the inspection, inspectors met with parents both formally and informally, as well as taking into account the views of the 16 parents who responded to the online Parent View survey.
- Inspectors looked carefully at a range of documents including those relating to safeguarding and child protection; logs of behavioural incidents; attendance figures; the school's self-evaluation and development planning; information regarding pupils' academic achievement; and records of checks on the quality of teaching. They also scrutinised documents outlining how the school spends the pupil premium and the primary sports funding.

Inspection team

Jeanie Jovanova, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Gary Rawlings

Additional Inspector

Full report

Information about this school

- Carlton is larger than the average-sized primary school.
- The proportion of disabled pupils or those who have special educational needs is much higher than average.
- The school receives the pupil premium, which is additional funding for pupils in the care of the local authority or those known to be eligible for free school meals, for three in four of its pupils. This is nearly three times the national average.
- The school serves a diverse community and most pupils are from minority ethnic backgrounds. Nearly a third of pupils are of Bangladeshi origin. The next two largest groups are White British and Black African. A further 10 groups are represented in smaller numbers.
- The proportion of pupils who speak English as an additional language is much higher than average. Some of these pupils are at the very early stages of learning English.
- Children in both Reception and Nursery classes in the early years provision attend full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The deputy headteacher is seconded to the local authority one day per week to share her expertise in leading provision for disabled pupils, those with special educational needs and other pupils whose circumstances make them vulnerable.

What does the school need to do to improve further?

- Improve the quality of teaching and learning further so that more pupils make rapid and sustained progress by ensuring that teachers:
 - develop pupils' speaking skills so that they can explain their work orally as effectively as they can in writing
 - give very precise guidance so that pupils are always clear as to the focus of tasks and the exact meaning of new words
 - deepen pupils' understanding further, for example by encouraging them to justify their ideas and make hypotheses.

Inspection judgements

The leadership and management are good

- All members of the school community share the drive and ambition of the headteacher. They continually strive to improve outcomes for all pupils. Consequently, standards have risen since the previous inspection and early years provision has improved so that it is now good.
- Leaders pay particular attention to improving the quality of teaching. Both senior and middle leaders make regular checks by observing in classes, looking at teachers' planning and scrutinising work in pupils' books. They keep careful records of these checks and follow up the advice they give teachers to ensure it has had the desired effect on improving practice. Leaders are aware that the next step is to give teachers increasingly detailed and precise points for improving their practice to ensure that outcomes for pupils across all year groups are consistently high.
- There are robust systems in place for managing teachers' performance. Leaders set yearly targets and ensure that teachers get the support and training they need to meet them. In this way, teachers continually develop their practice in line with the school's key priorities.
- Leaders have a deep understanding of where the school's many strengths lie and what the school needs to do next to reach its ambition of being outstanding in all areas. Leaders' development plans are detailed and clear. These are constantly referred to and refined so that everyone knows where improvements have been successful and what remains to be done.
- The spending of the pupil premium is very carefully thought through. Leaders, including governors, use national research of what works well as a guideline and evaluate the effectiveness of the initiatives they fund. In this way, they ensure that disadvantaged pupils make good, and often outstanding, progress to close gaps with their peers.
- The primary sports funding has been used to great effect. Leaders check that as many pupils as possible are benefiting from the increased spending. Participation rates in sporting activities have risen, the level of pupils' physical well-being has improved and teachers' skills have been honed.
- The school promotes pupils' spiritual, moral, social and cultural development in many ways. Pupils value their own beliefs and develop deep respect for those of other faiths. Most of the quality texts pupils study have moral dimensions which teachers help them to explore. Assemblies ask pupils to reflect deeply on important issues. Being part of a diverse community, pupils are keen to celebrate the similarities and differences between their own lifestyles and traditions and those of their classmates. They understand that not all communities are equally diverse and learn about life in other parts of Britain and the rest of the world.
- The school's unwavering commitment to equal opportunities is borne out by the fact that different groups within school do equally well. Staff tackle discrimination very effectively, as reflected in the high levels of tolerance and respect shown by all members of this diverse community. Positive relationships are the norm in school.
- Middle leaders contribute well to improving the quality of teaching. They make careful checks on the subjects and year groups for which they are responsible and give good support to the members of staff on their teams.
- Leaders involved all staff in developing the new curriculum, which they are now implementing well. There are abundant opportunities for pupils to learn about British values, history and traditions. For example, the school council listens to those that voted for them and lobby school leaders to make changes. In this way, pupils develop a basic grasp of democracy at work. These elements of the curriculum, along with the strong focus on respecting and valuing diversity, prepare pupils well for life in modern Britain.
- The school's safeguarding systems are exemplary and exceed statutory requirements.
- The local authority has supported the school well and correctly judges the school to be good. It is well aware of the strengths the school has to offer, for example by making sure the exceptionally strong leadership of special educational needs is shared across the borough.
- Leadership and management are not yet outstanding because leaders do not always pick up on teachers' lack of precision when giving feedback, which means teaching is not yet outstanding.
- **The governance of the school:**
 - Governors provide a high level of challenge to senior leaders and have contributed markedly to the improvements made since the previous inspection. They have a well-developed understanding of how well the school is doing and what it needs to do to improve further. Using national, local and school information, governors glean a clear view of how well different groups of pupils are achieving. They check that those entitled to the pupil premium get the best support possible and know that this has resulted in gaps closing. Governors receive regular updates on the quality of teaching so that they can

hold leaders to account for making sure it continues to improve. Governors appreciate the swift and decisive action senior staff take to eradicate poor performance. Governors know that teachers are set challenging targets which they must meet in order to receive a pay rise. The governing body supports strategic decisions to recruit and retain the very best staff, for example by ensuring there are opportunities for promotion and that training is first rate.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are courteous and well mannered. Playtimes are happy and harmonious, and pupils from all backgrounds get along together. Older pupils take their positions of responsibility as playground friends very seriously and make sure no one is left out. Minor disputes are settled quickly.
- Pupils behave exceptionally well around the school. The school council has improved conditions in the dining hall, which is calm and orderly. Pupils show pride in their school and present their work tidily.
- The school's behaviour policy is clear and staff implement it consistently. Pupils know what the expectations are and often help each other to make sure they are met.
- The school works exceptionally well with pupils who have particular behaviour needs. Staff help them to develop strategies for managing their behaviour. This has seen the number of exclusions reduce year on year.
- Most pupils show consistently positive attitudes to learning, concentrating well in lessons and applying themselves diligently to their written work.
- Leaders have worked very effectively to improve attendance. They have built really positive relationships with parents and this has been particularly successful in dramatically reducing the number of pupils with high rates of absence.
- Behaviour is not outstanding because occasionally a few pupils behave less well when they are not being taught by their regular teacher.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils feel very safe at school and know how to keep themselves safe. For example, they know about staying safe online and when on the road. Surveys of both pupils and parents support this view.
- Procedures for safeguarding are exceptionally robust. The school has excellent partnerships with outside agencies, which ensures pupils' needs are met quickly and effectively.
- Bullying is extremely rare. Pupils have a complete understanding of the different types of bullying, that bullying is repeated and sustained, and know what to do to combat it. They state unequivocally that name-calling, particularly of a racist nature, has no place in their school because they all respect each other. The school's well-kept records confirm this to be the case.

The quality of teaching is good

- Teaching is good across the school because teachers' planning is firmly based on their accurate understanding of pupils' different abilities and strengths.
- Pupils learn well in writing lessons because teachers provide really effective guidance and support.
- Pupils learn well in mathematics lessons because teachers provide a range of appropriate tasks and challenges and the resources to support learning. For example, when learning about 3D shapes, pupils had real shapes to see and feel, which cemented their understanding of specific mathematical terms such as vertex.
- Strong links across subjects helps to reinforce key skills. For example, pupils read high-quality texts in depth and then write about them. This means they have a really good understanding of how characters are likely to behave, and so their writing is more authentic.
- Because of the high-quality texts they come across in class, pupils develop a love of reading, often seeking out more books by the authors to whom they have been introduced. Teachers ensure that all pupils develop the skills needed to read well. There is effective provision for those in danger of falling behind which helps them catch up.
- Pupils were keen to show inspectors examples of how teachers' marking had helped them improve their

work. For example, in writing, there is a very clear system which indicates to pupils the elements they need to edit. Work in books shows that by responding to these cues, pupils improve the quality of their writing considerably.

- Teaching assistants make an important contribution to the good quality of teaching. They ensure that pupils are well focused and therefore make good progress.
- Observations of learning in lessons by inspectors, and evidence from pupils' books over time, show that where teaching is less effective one or more of the following features is evident:
 - Teachers' explanations are not always precise. This means that sometimes pupils do not learn the exact definition of a word, or focus on the wrong aspect of the task.
 - Teachers develop pupils' written language exceptionally well. However, strategies for pupils to develop their spoken language are less effective. This means that pupils cannot explain their learning well orally, which limits the depth of their understanding.
 - Teachers do not always create opportunities for pupils to deepen their understanding. For example, pupils are not always expected to justify their ideas or to make hypotheses, which limits their thinking.

The achievement of pupils

is good

- Pupils from different backgrounds, including White British, Black African and Bangladeshi, and of different abilities, achieve equally well. This ensures that they reach national averages in reading, writing and mathematics in tests at the end of Year 6, which represents good progress from their low starting points.
- Standards in reading, writing and mathematics have risen year on year at the end of Key Stage 1. They have improved significantly since the previous inspection and are now in line with national averages.
- There has been a strong focus on improving provision for the most able. Consequently, achievement for this group has improved since the previous inspection. They are now doing well in each year group because teachers ensure work in lessons provides a suitable level of challenge.
- Disabled pupils and those with special educational needs make rapid and sustained progress from their starting points. This is because leadership is exceptionally effective and leaders have a deep understanding of how to meet the needs of all pupils.
- Pupils for whom the school receives the pupil premium achieve as well and often better than their classmates. By the end of Year 6 last year, gaps between disadvantaged pupils and other pupils nationally were just one term in mathematics and reading and only a few weeks in writing. In-school gaps had been completely closed.
- Pupils who speak English as an additional language achieve well. This is because there is a strong focus on learning grammar skills, which provides a good grounding in how the English language is structured.

The early years provision

is good

- Children make at least good progress from starting points that are low compared to those typically found. Consequently, they are ready for the more formal environment of Key Stage 1 when they transfer into Year 1. They benefit greatly from developing their social skills, such as sharing and taking turns, and their language skills as these are particularly low on entry to Nursery.
- The approach to keeping children safe is extremely robust. For example, a high proportion of staff are trained in paediatric first aid. The risk assessments that leaders regularly carry out are extremely detailed.
- The quality of teaching is good. Staff think carefully about how to make sure activities match children's needs and interest them so they develop the ability to concentrate and focus on their work. There is a strong emphasis on teaching new words, which really helps children who speak English as an additional language to access all aspects of learning and get ready for Key Stage 1.
- Leaders make sure that all staff collect valuable information on how well children are doing so they can plan work which will help children improve. Staff share this information regularly with parents, which creates opportunities to discuss how they can support their children at home. Parents really appreciate this.
- Leadership is good because leaders have improved the quality of teaching, and therefore children's achievement, across early years provision since the previous inspection.
- Behaviour in both Nursery and Reception is good. Children respond very well to teachers' instructions. Teachers know that many children have had little or no experience of pre-school provision and therefore

reinforce classroom rules and routines so that children quickly understand what is expected of them.

- Early years provision is not outstanding because staff do not always explain to children how to get the most from every activity, which slows progress.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100012
Local authority	Camden
Inspection number	448198

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair	Kate Jarman
Headteacher	Jacqueline Phelan
Date of previous school inspection	11–12 January 2010
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